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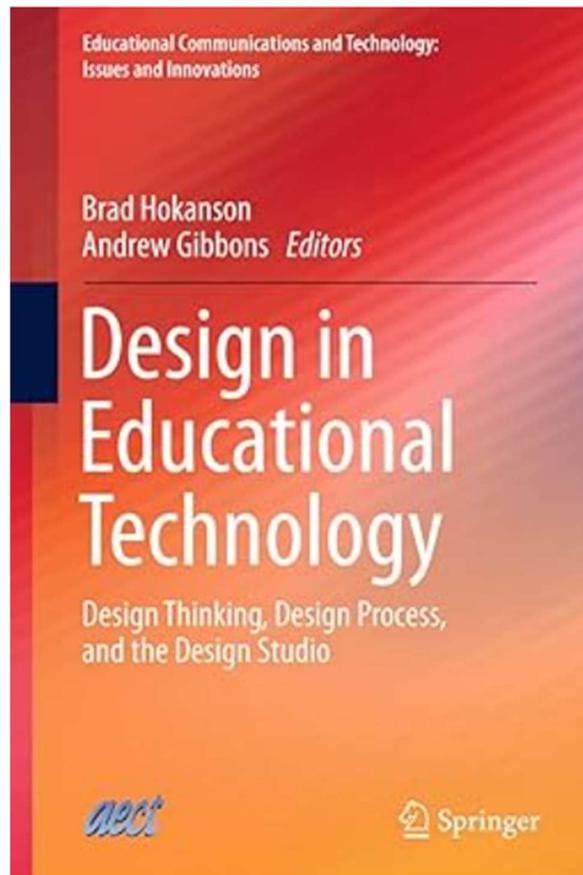
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 **ABSTRACT**

This book is the published record of the Association of Educational Communications and Technology (AECT) forum. AECT is a professional association in the area of Educational Technology. The association focus on research of instructional design and business development to enrich teaching and learning within the United States and across the world. The global studies in educational technology and new applications of recent technologies for learning promote academic research on top of the best practices. This sequence report from the 2012 AECT Summer Research Symposium highlights robust research methodologies used to enhance instructional design in educational technology, specifically focusing on the concept of design thinking. Fifteen full-text articles depicted methodology, process and details of instructional design for the impact of instructional technology.

**Keywords:** Design thinking, Instructional design, Educational technology

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**INTRODUCTION**

The association members of AECT are found internationally as members of colleges and universities. AECT's research and scholar activities contribute to the knowledge-based instructional design in the field of Learning within the focus of Educational Technology and Curriculum Development. AECT always look for the cutting edge of new developments and innovations in research and application of these areas, the association provides opportunities to raise awareness and leverage technology in education industry through academic activity. An international forum gathers the exchange and dissemination of ideas from associate members and target audiences.

The broad concepts of design form the framework of 2012 AECT Summer Research Symposium that composed with design thinking, design process, and the design studio. First, the adoption of the aspects of design thinking was widespread in range of divergent professions including the field of education. Design Thinking has been considered as future oriented mindset to consider the concept and to realize new things, and it focuses on core process of planning, inventing, making, and doing. Next, design process is a conceptual model to understand critically and to deal with curriculum and educational technology. It is the way to connect theory to the development of educational products. Lastly, Studio-based education is an intrinsic design education, it has been applied for the field of educational technology due to being an effective learning method.

This symposium called for proposals focus on three components, design thinking, design process, and the design studio, from members of the association, and all proposals evaluated by a panel of experts and the two symposium cochairs. Selected proposal ideas have been developed into full chapters. All authors gathered reviews and revised the chapter draft distribution via the in-person symposium in July 2012. The rich and balanced discussions structured and formed inspired book chapters. The academic viewpoints expressed the view of design to develop articles with authors' best ideas. Open space discussions are the art of hosting movement, exchange views and experiences of authors, participants, experts, and symposium chairs. These processes provide good reflections to improve instructional design. This subsequent publication from design thinking concepts for 2012 symposium brought a new standard to annual conference, It provides a framework for translating educational theory into practical instructional products, ensuring responsible collaboration and a comprehensive understanding of the educational field.



**BOOK STRUCTURE**

The fifteen chapters discuss various aspects of design and their impact on creating effective curricula. The first chapter illustrates the concept of decision-making processes, reflection-in-action is an element of design thinking approach for instruction design. This approach helps designers to solve the design problem. The next chapter narrates the advanced concepts of instructional design through views of experienced designers. The upcoming chapters talk about studio pedagogy, how instructional design transforms learning environments. Many sides of Design in instructional design, for example, design judgment in instructional design, professional ethics, instructional design processes. The closing chapter compiles key lessons for becoming an effective instructional designer.

**REFLECTION**

This book develops a deep understanding of the design process, creating readers critical thinking skill. By drawing on traditional design fields and examining the design process, new models of instructional design are generated. These models can then be adapted to bridge principles and practice. A diverse range of empathy fully enhances the goals of education and provides guidance while deepening the foundational knowledge for instructional designers. These emerging topics in this book are practical guidance for readers at all levels. So, it is an ideal book for instructional designers, finding new models of instructional design, and connecting theory to develop a wide range of educational products.

**CONCLUSION**

All chapters are reported and narrated the past practice to provide opportunities to explore innovative ideas for future instructional design. The editor, Brad Hokanson's background in architecture and his experience in educational technology within academia, believes the useful and supportive design process enhance an innovative educational design with ideas, concepts, and method. This book is a valuable follow-up to the symposium report, offering well-crafted articles and thoughtful insights, the articles are outcomes of a design thinking process, highlighting their innovative and practical nature. An operation of abductive reasoning to transfer thoughts between required purpose and a proper decision. This creates a chore challenge of analysis and synthesis processes and reflects a well-defined and innovative instructional design.

**REFERENCES**

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